

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Ecker Hill Middle School District Park City School District

Target Group:(whole school, entire class) Whole School - Grades 6, 7, 8 / Faculty & Parents

Target Group selection is based upon the following data/information/school improvement goals: School Improvement Goal #2:
Foster & Promote healthy & Respectful relationships among school, family & community (evidence School Community Council Survey)

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Improve school climate	Academic/Learning Development AL: A AL: B Multicultural/Global Citizen Development MG: A Personal/Social Development PS: A PS: B PS: C	<ul style="list-style-type: none"> • School Climate Survey to all 6th/7th/8th graders during advisory • Survey to faculty during meeting • Parents during school conferences AND PTO activities 	<ul style="list-style-type: none"> • Nationwide comparable climate studies • School Community Council meetings with parents/faculty students/ admin & counseling for development • Research based articles 	All students pre (start of year) to post (end of year) surveys. *(See Attached)	Spring '04 5/04 Spring '05 5/05	420 students 17 Teachers 124 parents

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Ecker Hill Middle School District Park City School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Marie Shepherd *School Community Council member 7 years	Whole School 6th 7th } grade 8th }	Developed School Community Council Survey	5/04 - 5/05	420 students 17 Teachers 124 parents	Compare: pre & post TE Survey by grades 15 questionnaire • Comparing 7th grade Spring '04 to 8th grade Spring '05 • Comparing 6th grade Spring '04 to 7th grade Spring '05 *(See Attached) master from 04- 05 by grade level	Results Data: Itemizing responses from yr to yr in same population to see if there has been attitude/behavior change about our school Items 1-15. Discussion & strategy planning *(See Attached) Spread sheet	For students, Faculty & Parents & Community Council • Analyse each item / red flag Example #2 Continue to promote Bully Free environment & presentations to ix a month to ↑ #s. Example #9 Promote more forums for values & heard students,

Principal's Signature

Date

Date of Staff Presentation

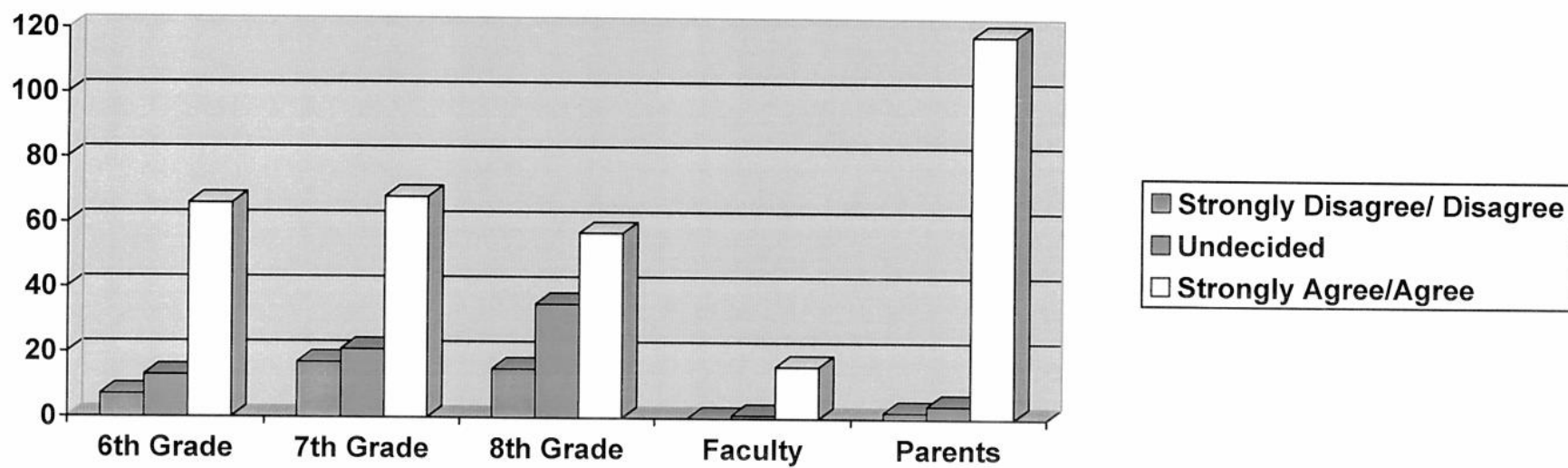
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Spring 2004
Example
ms

ITEM 1
I feel welcome at EHMS



Students' Grade Level:

6th

7th

8th

Please circle your level of agreement. Your comments will be appreciated too.

Spring 2004

Introduction. This survey was created by the EHMS School Community Council to assess a schoolwide goal: *Foster and promote positive and respectful relationships among school, family, and community.* We plan to summarize the survey results and post them in September PTO newsletter. We will use this information to help improve the school. Thank you for responding.

1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1. I feel welcome at EHMS. 1 2 3 4 5 Notes: 0 7 13 44 22			9. I feel valued and listened to at EHMS. 1 2 3 4 5 Notes: 9 15 34 21 7	
2. EHMS promotes a non-violent and bully-free environment. 1 2 3 4 5 Notes: 9 14 12 43 7			10. I feel like I belong and that I am a part of what is going on at EHMS. 1 2 3 4 5 Notes: 3 12 21 45 6	
3. People in this school want to be here. 1 2 3 4 5 Notes: 10 13 28 27 11			11. EHMS teachers work to encourage students' self confidence. 1 2 3 4 5 Notes: 4 18 19 28 16	
4. The school has made efforts that students, parents, and teachers know the 3 R's: Respect, Responsibility and Readiness. 1 2 3 4 5 Notes: 0 5 21 34 25			12. EHMS teachers want to help to improve students' learning. 1 2 3 4 5 Notes: 2 10 27 25 22	
5. The school discipline plan promotes respect and responsibility. 1 2 3 4 5 Notes: 7 7 25 30 16			13. EHMS has clear communication from home to school and school to home. 1 2 3 4 5 Notes: 5 16 28 18 18	
6. The school promotes respect for the differences among people. 1 2 3 4 5 Notes: 5 6 24 33 13			14. EHMS staff respond to issues in a timely manner. 1 2 3 4 5 Notes: 6 12 30 28 8	
7. The school provides clear expectations about what is to be learned. 1 2 3 4 5 Notes: 4 3 22 38 19			15. At EHMS I know who to see to resolve problems. 1 2 3 4 5 Notes: 5 7 9 21 43	
8. EHMS teachers set high expectations for student learning. 1 2 3 4 5 Notes: 2 3 17 32 30				

May, 2005

Master

Spring - 2005

Students' Grade Level: 6th 7th 8th

Please circle your level of agreement. Your comments will be appreciated too.

group 142 and 495

Introduction. This survey was created by the EHMS School Community Council to assess schoolwide goal: *Foster and promote positive and respectful relationships among school, family, and community.* We plan to summarize the survey results and post them in September PTO newsletter. We will use this information to help improve the school. Thank you for responding.

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May, 2005

Master

Spring 2004

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5. The school discipline plan promotes respect and responsibility. 1 2 3 4 5 Notes: 12 17 31 32 12	13. EHMS has clear communication from home to school and school to home. 1 2 3 4 5 Notes: 4 17 23 33 28			
6. The school promotes respect for the differences among people. 1 2 3 4 5 Notes: 7 14 21 46 19	14. EHMS staff respond to issues in a timely manner. 1 2 3 4 5 Notes: 16 26 29 23 10			
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May, 2005

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May, 2005

Itemized Results From year to year

Item# **D/SD** **A/SA** **U**

1
6th, 2004 7 66 13
7th, 2005 9 50 11

2
6th, 2004 23 50 12
7th, 2005 16 36 18

3
6th, 2004 23 38 28
7th, 2005 30 13 26

4
6th, 2004 5 59 21
7th, 2005 13 40 17

5
6th, 2004 14 46 25
7th, 2005 17 37 16

6
6th, 2004 11 46 24
7th, 2005 12 42 16

7
6th, 2004 7 57 22
7th, 2005 8 52 10

8
6th, 2004 5 62 17
7th, 2005 5 53 12

9
6th, 2004 24 28 34
7th, 2005 26 25 19

10
6th, 2004 15 51 21
7th, 2005 15 34 21

11
6th, 2004 22 44 19
7th, 2005 24 35 19

12
6th, 2004 12 47 27
7th, 2005 5 49 14

Item# **D/SD** **A/SA** **U**

1
7th,2004 17 68 21
8th,2005 17 80 27

2
7th,2004 28 50 26
8th,2005 33 56 32

3
7th,2004 41 27 37
8th,2005 59 21 42

4
7th,2004 14 76 15
8th,2005 15 76 30

5
7th,2004 29 44 31
8th,2005 34 51 36

6
7th,2004 21 65 21
8th,2005 30 54 37

7
7th,2004 19 65 21
8th,2005 15 71 36

8
7th,2004 11 81 14
8th,2005 8 67 36

9
7th,2004 37 42 24
8th,2005 53 28 40

10
7th,2004 21 56 28
8th,2005 33 38 51

11
7th,2004 20 59 25
8th,2005 33 49 38

12
7th,2004 18 71 18
8th,2005 16 72 33

	13			
6th, 2004	21	36	28	
7th, 2005	13	45	11	

	14			
6th, 2004	18	36	30	
7th, 2005	22	24	24	

	15			
6th, 2004	12	64	9	
7th, 2005	13	46	11	

	13			
7th,2004	21	61	23	
8th,2005	13	59	51	

	14			
7th,2004	42	33	29	
8th,2005	35	49	38	

	15			
7th,2004	22	69	16	
8th,2005	21	72	29	

*This year
Spring 2005
MS*

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>Faculty/Staff</u>	<u>Parents</u>
Item 1:	I feel welcome at EHMS.				
1	0	4	8	0	1
2	7	13	7	0	1
3	13	21	35	1	4
4	44	51	42	5	49
5	22	17	15	11	69
Item 2:	EHMS promotes a non-violent and bully-free environment.				
1	9	5	10	0	4
2	14	23	19	1	5
3	12	26	32	6	23
4	43	29	37	8	57
5	7	21	8	2	35
Item 3:	People in this school want to be here.				
1	10	22	27	0	1
2	13	19	21	0	6
3	28	37	31	2	21
4	27	22	21	12	66
5	11	5	7	3	29
Item 4:	The school has made efforts that students, parents, and teachers know the 3 R's:				
1	7	7	4	0	1
2	5	7	13	0	3
3	21	15	31	0	14
4	34	45	36	9	65
5	25	31	21	8	41
Item 5:	The school discipline plan promotes respect and responsibility.				
1	7	12	13	0	2
2	7	17	14	0	6
3	25	31	32	3	17
4	30	32	33	9	53
5	16	12	14	5	45

1=Str.Disagree
2=Disagree
3=Undecided
4=Agree
5=Str.Agree

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>Faculty/Staff</u>	<u>Parents</u>
Item 6	The school promotes respect for the differences of others.				
1	5	7	6	0	0
2	6	14	11	1	5
3	24	21	28	2	15
4	33	46	41	9	58
5	13	19	20	5	45
Item 7	The school provides clear expectations about what is to be learned.				
1	4	4	10	0	0
2	3	15	18	0	2
3	22	21	27	1	15
4	38	46	41	9	64
5	19	19	11	11	42
Item 8	EHMS teachers set high expectations for student learning.				
1	2	4	8	0	3
2	3	7	8	0	3
3	17	14	25	0	8
4	32	40	48	7	57
5	30	41	20	10	53
Item 9	I feel valued and listened to at EHMS.				
1	9	22	22	0	2
2	15	15	21	1	7
3	34	24	35	1	20
4	21	34	22	6	65
5	7	8	7	9	28
Item 10	I feel like I belong and that I know what is going on at EHMS.				
1	3	5	13	0	0
2	12	16	19	0	6
3	21	28	32	2	27
4	45	38	25	9	59
5	6	18	16	6	31

1=Str.Disagree

2=Disagree

3=Undecided

4=Agree

5=Str.Agree

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>	<u>Faculty/Staff</u>	<u>Parents</u>
Item 11	EHMS teachers work to encourage students' self confidence.				
1	4	4	15	0	1
2	18	16	17	0	2
3	19	25	26	5	22
4	28	38	33	6	59
5	16	21	13	6	37
Item 12	EHMS teachers want to help to improve students' grades.				
1	2	9	13	0	0
2	10	9	9	0	3
3	27	18	31	3	7
4	25	51	38	4	68
5	22	20	15	10	44
Item 13	EHMS has clear communication from home to school and school to home.				
1	5	4	13	0	1
2	16	17	22	0	2
3	28	23	37	4	21
4	18	33	27	6	62
5	18	28	16	7	37
Item 14	EHMS responds to issues in a timely and effective manner.				
1	6	16	20	0	1
2	12	26	11	0	9
3	30	29	37	6	25
4	28	23	29	8	63
5	8	10	8	3	25
Item 15	At EHMS I know who to see to resolve problems.				
1	5	10	10	0	3
2	7	12	9	0	4
3	9	16	14	1	15
4	21	36	34	7	54
5	43	33	39	9	47

1=Str.Disagree
 2=Disagree
 3=Undecided
 4=Agree
 5=Str.Agree

Realignment
of District this
year.

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Ecker Hill Middle School District Park City School District

Target Group: Transitioning - 5th to 6th grade - 4 elementary schools to EHMMS

Target Group selection is based on the following data/information/school improvement goal: Goal #1 - strategies 1, 2 & 5
5th grade transition information / data - Core scores / Identify appropriate placements
ORP / ILP's / programs for 5th graders
Fluency / DiBBles / For academic success

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
<ul style="list-style-type: none"> Appropriate placement of incoming 6th graders to Ecker Hill 	<ul style="list-style-type: none"> Academic/Learning Development AL: A AL: C Life/career Development LC: C Personal/Social Development PS: B PS: C 	<ul style="list-style-type: none"> orientation groups Tours by peers parent eve parent/student/counselor meetings reorientation groups Transition Forms counselor to counselor meetings Data collecting Middle years info 	<ul style="list-style-type: none"> Learning about starting middle school School Improvement plan Transition Forms Language! by Sopris West International Bac Program DiBBles 	<ul style="list-style-type: none"> Achievement data related data Enrollment of Instructional Support/Academic Reviews quarterly Language! guidelines/ Sopris West 	January 05 - June 05	<ul style="list-style-type: none"> 33 spec ed 38 ESI 50 Language 21 instructional support Basic Academic Support

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Ecker Hill Middle School

District Park City

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Marie Shepherd	5 th graders to 6 th grade ✓ appropriate academic placement & support. Inclusion Model	<ul style="list-style-type: none"> • Transition forms • Test scores Disables ILP core North placement • Language! Spanish • Instructional support/ study skills 	Jan. 05 - June 05	<ul style="list-style-type: none"> 326 5th graders • 33 sped • 38 ESL • 50 Language! • 21 - In-structional support/ study skills • 135 ILP's 	STUDENT DATA gathered by counselor & administrators (See ATTACHMENTS)	<p>Appropriate placement for No child left behind/</p> <p>New programs for Academic successes.</p> <p>*starts with identification</p> <p>Implementation ongoing. - Report on new Language! next year.</p>	<ul style="list-style-type: none"> • More comfortable Transition • Academic success • Parental Support ↑ • Address all students in small groups

Principal's Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

DRAFT ECKER HILL SCHOOL IMPROVEMENT PLAN, 2005 - 2008

MISSION:

ECKER HILL MIDDLE SCHOOL STRIVES TO PROVIDE A SAFE, ACADEMICALLY EXCELLENT¹, SOCIALLY ACCOUNTABLE², AND DEVELOPMENTALLY RESPONSIVE³ LEARNING COMMUNITY.

1. Ecker Hill will be an *academically excellent* school by creating a rich and challenging academic environment with rigorous standards which follow a **balanced, integrated curriculum**.
 - A rich academic environment is maintained by teaming with colleagues to promote collaboration and to provide quality experiences for all students.
 - Professional development opportunities are offered to staff in order to deepen our knowledge and improve our practice.
 - We provide a curriculum that is integrated and articulated, on a variety of levels including multiage, interdisciplinary, technology, humanities, fine arts, and the physical well being of students.
 - Clear expectations and articulated academic goals ensure high standards that call for a understanding of what students should know and be able to do.
2. Ecker Hill will be *socially accountable* by adhering to high expectations for all students. We acknowledge and honor our students' histories and cultures and recognize needs related to race, class, gender, and ability.
 - We make sure all students are in academically rigorous classes staffed by experienced and expertly prepared teachers.
 - Opportunities are provided for community, staff, and students to develop an understanding of cultural diversity and similarities.
 - Teachers have time to plan, talk, share, and mentor each other.
 - All students regardless of abilities are given opportunities to experience academic success.
3. Ecker Hill will be a *developmentally responsive* school by supporting mutually respectful relationships, involving families and the community as partners in the education of our children, and allowing opportunities for active citizenship.
 - Students, staff, and the community feel pride and ownership of the building and nurture each other in creating an atmosphere of respect, responsibility, trust, caring and family.
 - The school provides opportunities for students, staff and community members to participate in lifelong learning experiences.
 - Partnerships are developed and maintained through communication by involving parents and the community in the education of our children.
 - Students become active citizens and are involved in leadership of the school through participation in extracurricular activities, service learning, and student government.

¹ Academically Excellent - high expectations for all

² Socially Accountable - connected with the local community and the world

³ Developmentally Responsive - attendant to the unique needs of middle level students

05/09/05, DRAFT

DRAFT ECKER HILL SCHOOL IMPROVEMENT PLAN, 2005 - 2008

Overview - School Improvement Plan Goals & Strategies

A. GOAL #1: INCREASE PERFORMANCE IN ACADEMIC AREAS FOR ALL STUDENTS. INCREASE THE NUMBER OF 'PROFICIENT' STUDENTS ON CORE TESTS BY 3% ANNUALLY IN SCIENCE, MATH, & LANGUAGE ARTS. THIS INCLUDES ANNUAL GAINS LEADING TO ADEQUATE YEARLY PROGRESS FOR VARIOUS SUBGROUPS IDENTIFIED BY NO CHILD LEFT BEHIND. (EVIDENCE, CORE TEST ANALYSIS)

1. Strategy: Implement Full School International Baccalaureate Middle Years Programme.

2. Strategy: Identify and provide academic support for all students who do not score 3 (sufficient) or 4 (substantially proficient) on CORE, and for students who are failing core academic classes.

3. Strategy: Emphasize the Six Traits of Effective Writing in all subject areas.

4. Strategy: Utilize dynamic (online) curriculum mapping process to enhance 6th - 8th grade curriculum.

5. Strategy: Differentiate classroom instruction to meet the needs of all students.

6. Strategy: Utilize instructional technology to increase student learning.

B. GOAL #2: FOSTER AND PROMOTE HEALTHY AND RESPECTFUL RELATIONSHIPS AMONG SCHOOL, FAMILY, AND COMMUNITY. (EVIDENCE, SCHOOL COMMUNITY COUNCIL SURVEYS)

1. Strategy: Teach and reinforce positive behaviors and admirable character traits, i.e. Respect, Responsibility, and Readiness. Provide students with healthy lifestyle information.

05/09/05, DRAFT



Ecker Hill Middle School
2465 West Kilby Road
Park City, Utah 84098

(435) 645-5610

(435) 645-5615 Fax

Gregory M. Proffit, Principal

To parents of rising 6th graders,

Welcome to Ecker Hill Middle School for the 2005-2006 school year. We look forward to you child's educational experience here at Ecker Hill. We try hard to provide support systems and programs to ensure academic success, and in gathering information about our upcoming students, we feel we have a program that your child could greatly benefit from. It is called Instructional Support and is a type of study skills course.

This course is taught by a certified teacher skilled in all curriculum areas. The class is structured to teach study skills, organizational and note taking tasks, re-teaching of concepts when needed and chunking of larger projects towards completion. The agenda book is emphasized and the completion of assignments is tracked for optimal learning and positive success. Communication from school to home can be facilitated through this instructor.

Instructional Support/study skills is a year long course, providing support, skills and improved grades and study habits. This class will take the place of two semester elective courses: Foreign Language and Performing Arts.

Your child is currently enrolled at Ecker Hill in this course for the year 2005-2006. If you have any questions, please don't hesitate to call the counselor, Marie Shepherd or the Principal, Mr. Greg Proffit at EHMS @ 645-5610.

Sincerely,

Marie Shepherd
Counselor-Ecker Hill Middle School



ECKER HILL MIDDLE SCHOOL
2465 WEST KILBY ROAD

Greg Proffit, Principal
gproffit@pcschools.us
645-5610

June 24, 2005

Dear Parents,

Based on spring assessments, your son/daughter has qualified for enrollment in an intensive reading improvement course, *Sopris West - Language!*, see <http://www.language-usa.net>. This class provides direct literacy instruction based on students' needs, and has a limited class size. *Language!* students meet daily for ninety minutes and are taught by a licensed, highly qualified teacher. Research on students enrolled in this program have shown an average achievement gain of 3 years. The gift of literacy is a gift for a lifetime, and we are very pleased to provide this opportunity. If you have any questions please contact me at Ecker Hill.

Sincerely,

Greg Proffit, Principal - EHMS

Perry

Example

Student Transition Form 2005-2006

Counselors: Place a check mark under the columns which apply to that student. If there are other issues which need to be addressed, please complete a blue sheet. You do **NOT** need to complete a blue sheet for every student listed. Remember, a blue sheet is used only for other issues. Thank you.

School:

McPolin

Counselor:

Cashel

Date:

Student's Name

504

Sp. Ed.

ELL

ILP

ADHD

Gifted

X

X

X

?

?

X

X

X

X

*

X

X

? X

X

X

*

X

*Other

OVER

* ELL but not in
ESL any more

example

Student Transition Form - Elementary to Middle School 2005-2006

Teachers and counselors: Complete the following student form with pertinent information you feel would be beneficial for the middle school staff to know. Our goal is to ensure a smooth transition and positive middle school experience for all students.

STUDENT'S NAME: _____

ACADEMIC PROBLEMS:

- below grade level in reading + writing

SIGNIFICANT SCHOOL HISTORY:

- 5th grade first year in PCSD came from Montana
- some speech work w/ Nancy Witt

SIGNIFICANT FAMILY HISTORY:

- not consistent with support

BEHAVIORS TO BE AWARE OF:

- up + down with his moods + anger
- can be bossy + have difficult time with peers

OTHER:

Luke has made no friends at McPolin. Father has major anger issues. Tried to help Luke but parents feel there is nothing wrong with him. Past school, had no friends cause of his behaviors. Very moody. Stubborn!

J. Perry
TEACHER/COUNSELOR SIGNATURE

SCHOOL

DATE

* Contact language arts teachers - 6th grade Individual Information

Student	School	ILP	ELL	SpEd	Spch.	Dibels	CORE	ITBS	DRP
JRES						I			
JRES						I			
JRES		x				I			
JRES		x				I			
JRES						I			
JRES		x				I			
MPES				x		I			
MPES				x		I			
MPES						I			
MPES		x			x	I			
MPES						I			
MPES		x		x	x	I			
MPES		x	x			I			
MPES						I			
MPES		x	x	?		I			
MPES		x				I			
MPES		x				I			
MPES		x				I			
MPES		x				I			
on MPES		x				I			
PPES		x		?		I			
PPES		x				I			
PPES		x				I			
PPES		x		?		I			
TSES		x				I			
TSES		x				I			
TSES		x				I			
TSES		x				I			
TSES		x				I			
TSES		x				I			
TSES		x				I			

example

LIST OF 6TH GRADE STUDENTS IDENTIFIED AS NEEDING
INTENSIVE INTERVENTION, BUT NOT ENROLLED IN SOPRIS
WEST LANGUAGE!

hole/
general ed
needing services
MShepherd

Student
School ILP ELL SpEd Spch. Sopris Dibels

JRES	x	x			a	I
JRES	x	x			a	I
JRES	x	?			a	I
JRES	x	x	x		a	I
JRES	x		x		a	I
JRES		x			a	I
MPES	x	?			a	I
MPES	x	?	x		a	I
MPES	x				a	I
MPES			x		a	I
MPES		x			a	I
MPES			x		a	I
PPES	x		x		a	I
PPES	x		x		a	I
PPES	x	x	x		a	I
PPES	x		x		a	I
PPES	x	x	x		a	I
PPES		x			a	I
TSES	x		x		a	I
JRES	x	x			a	s
PPES	x		x		a	s
EHMS		x	x		a	
EHMS		x			a	
TMMS			x		a	
TMMS			x		a	
TMMS			x		a	
TMMS		x			a	
JRES	x		x		c	I
JRES	x		x		c	I
JRES	x		x		c	I
PPES		x			c	I
TSES	x	x			c	I
TSES	x	x			c	I
TSES	x				c	I
JRES	x		x		c	s

example

Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Treasure Mountain Middle SchoolDistrict Park City

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mary Klismith Kate O'Keefe	All 8 th graders in Park City School District. 210 @ TMMS 140 @ ETHMS	R.E.A.L. Curriculum	April 13, to May 5, 2005	2 328	100% Completion - Resume Writing - Job application - Life Path Survey 92% SEDP Completion w/ goals set for each student 70% Completion of Reality Town simulation	Informal classroom discussions resulted in improved academic motivation and interest and an Increased knowledge of career potential.	Great importance in this community placed on academic success and post high school placement. Students realize their academic performance may have great implications for future lifestyle choices.

Principal's Signature

May 31, 2005
DateSchool Board Presentation: May 4, 2005
Staff presentation: Sept., Jan., April, May 2005

Date of Staff Presentation

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Prepared By Kate O'Keefe + Mary Klismith
**Include actual numbers and attach data, examples and documentation

ENTERED

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Treasure Mountain Middle School District Park City School District

Target Group: (whole school, entire class) 8th Grade

Target Group selection is based upon the following data/information/school improvement goals: Increase career awareness

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Activities to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
1. Expectation for student to develop a relationship between academic performance, education and career opportunities. 2. To learn about the financial responsibilities of every day life.	1. To understand the relationship between work and society/economy. 2. Understand self in the world of work.	1. Students complete class-room activities such as resume writing, writing checks, balancing a checking acct, completing job applications, filling out a "life path survey" and SEOP. 2. Participation in simulation of Reality Town experience.	1. 100 volunteers 2. Participation of 8 th grade teaching team (12) teachers. 3. \$500.00 4. Training via 8 th grade team meetings. 2004	1. Program completion data. 2. Ease of goal setting on SEOP.	Planning to begin Sept. 2004. Actual event, May 2005.	350

Principal's Signature

May 31, 2005
Date

Sept, January 2005
Date of Staff Presentation

Kate O'Keefe : Mary Klismith
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Treasure Mountain Middle School

District Park City

Target Group: 70 7th and 8th grade students and parents

Target Group selection is based on the following data/information/school improvement goal: Realignment: Support and Communicate the process of realignment

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
To eliminate concerns over realignment.	Students will identify and utilize processes to set and achieve goals, make decisions and solve problems.	<ol style="list-style-type: none"> 1. Information sent home to parents in newsletter. 2. Classroom lectures on planning and decision making skills. 3. Availability during parent/teacher conferences to discuss student needs. 4. Evening Parent Meeting. 	<ol style="list-style-type: none"> 1. Collaboration with administrators, counselors, and department chairs @ Tmms and Park City High school to gather information. 2. Updated opinion faculty at monthly faculty meetings. 	<ol style="list-style-type: none"> 1. Developed realignment survey (Needs Assessment) with administrative team. 2. Surveyed parents at parent/teacher conferences. 	September 2004 to February 2005	Anticipated about 70 but ended up impacting about 200.

Principal's Signature

June 10, 2005
Date

March 4, 2005
Date of Staff Presentation

Verde O'Keefe + Mary Klismith
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



ENTERED

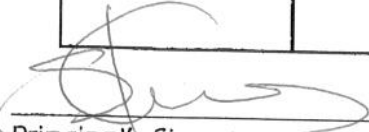
Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Treasure Mountain Middle

District Park City

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Mary Klismith Kate O'Keefe	Parents and students of 7 th & 8 th graders.	Realignment needs assessment	September 2004 to February 2005	approximately 200	See attached.	Top Three Concerns: 1. course offerings 2. Honors + AP offerings 3. School schedule	Parents and students have concrete knowledge to make informed decisions regarding future planning. Tension of realignment has greatly eased.


Principal's Signature

June 10, 2005
Date

March 4, 2005
Date of Staff Presentation

Kate O'Keefe and Mary Klismith
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusion and attach data, examples and documentation

October 2004

Realignment Needs Assessment

Treasure Mountain Middle School Counseling Department

Please select 5 items from the list below that are of most importance to you in planning this transition. Thank you for your ideas:

- 1 84% 1. Course Offerings
 - a. What classes will be offered at TMMS
 - b. Population/make-up of students in the classes
- 8 27% 2. Transportation
 - a. Bussing
 - b. Population mix on busses
- 3 73% 3. School Schedule
 - a. Start and end time
 - b. Explanation of block scheduling
 - c. Access between TMMS and PCHS
- 2 76% 4. Honors and AP (Advanced Placement) classes
- 5 54% 5. International School Programming
- 4 57% 6. Extra-curricular activities
 - a. Sports
 - b. Clubs
- 6 35% 7. Graduation Requirements
- 7 30% 8. Open/closed campus
- 10 24% 9. Dual Enrollment
- 8 27% 10. Attendance/Discipline Policies

Other Concerns not listed:

Comments/Questions: